

## Survey of States

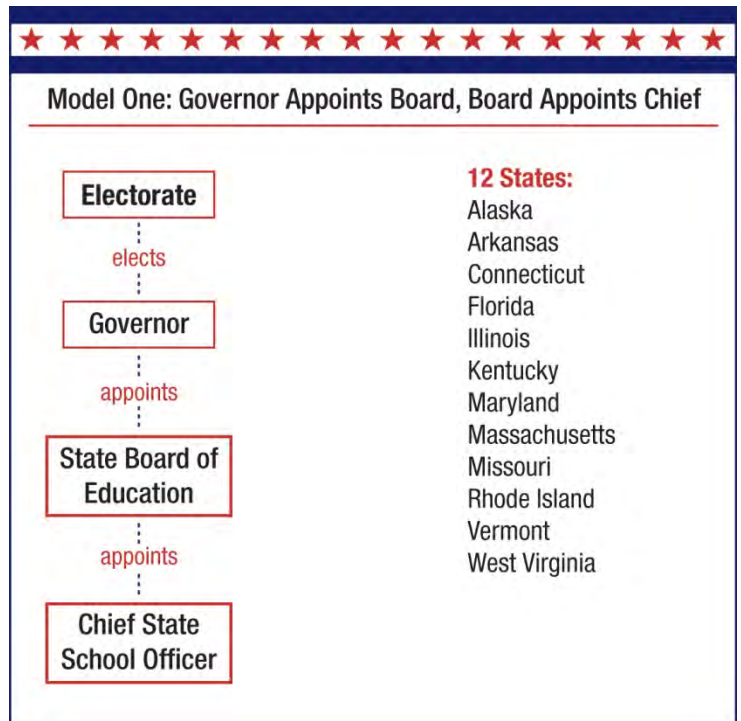
One goal of the information gathering process in preparation for the Chapter 55 review was to be able to summarize what other states were doing. The information obtained came from printed sources, state web sites, and through direct contact with the education departments around the country.

## Question #1

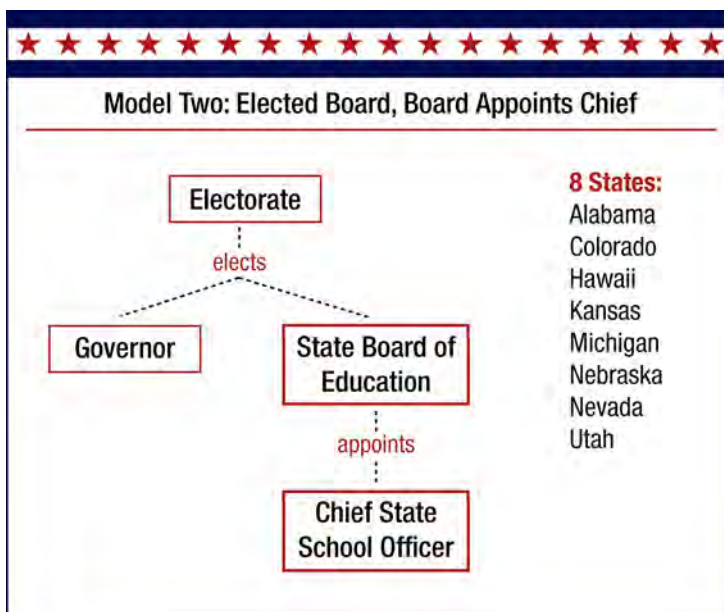
## What is the educational governing system?

## Model One

In this model, the governor appoints the members of the state board of education. The state board, in turn, appoints the chief state school officer. Model One includes 12 states: **Alaska, Arkansas, Connecticut, Florida, Illinois, Kentucky, Maryland, Massachusetts, Missouri, Rhode Island, Vermont and West Virginia.**

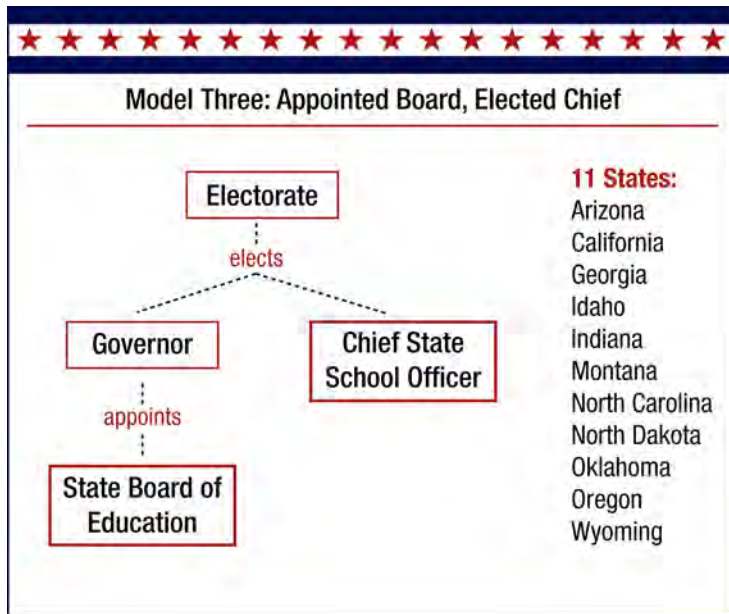


## Model Two



In this model, the state board of education is elected and the board appoints the chief state school officer. Eight states fall into Model Two: **Alabama, Colorado, Hawaii, Kansas, Michigan, Nebraska, Nevada and Utah.**

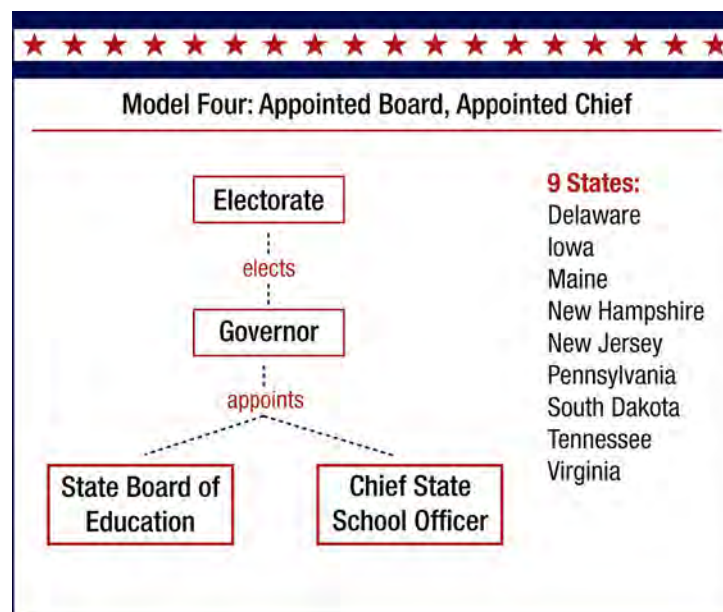
## Model Three



In this model, the governor appoints the members of state board of education. The chief state school officer is elected. Model Three includes 11 states: **Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon and Wyoming.** In three of these states – Arizona, Indiana and Oklahoma – the chief state school officer also is a voting member of the state board of education.

## Model Four

In this model, the governor appoints the state board of education and the chief state school officer. There are nine Model Four states: **Delaware, Iowa, Maine, New Hampshire, New Jersey, Pennsylvania, South Dakota, Tennessee and Virginia.**



## Other Models

The remaining 10 states plus the District of Columbia function under modified versions of the above four models.

Louisiana, Minnesota, Mississippi, New Mexico, New York, Ohio, South Carolina, Texas, Washington, Wisconsin and the District of Columbia

### A. *Elected and Appointed State Board; Appointed Chief*

In **Louisiana**, eight board members are elected and three are appointed by the governor. In **Ohio**, 11 board members are elected, while the governor appoints eight members.

### B. *Legislature Appoints State Board; Appointed or Elected Chief*

In **New York**, the state legislature appoints the board members and the chief state school officer is appointed by the board. The **South Carolina** legislature appoints the board, but the chief is elected.

### C. *Joint Appointment of State Board; Appointed or Elected Chief*

The governor, lieutenant governor and the speaker of the House appoint members to the state board in **Mississippi**. The state board appoints the chief state school officer.

In the state of **Washington**, the board of education is made up of 16 members — five of whom are elected by district directors (three for the western half of the state, two for the eastern); one at-large member elected by members of boards of directors of state-approved private schools; the superintendent of public instruction; seven members appointed by the governor; and two student members (non-voting). The chief state school officer is elected. Washington moved from a model whereby the state board was elected by district directors (local boards) to this model in January 2006.

### D. *Elected Board; Governor Appointed Chief*

The governor appoints the chief state school officer who also serves as the executive secretary of the elected state board. **Texas** uses this model.

### E. *No State Board or Advisory Only; Elected or Appointed Chief*

**Minnesota** and **Wisconsin** do not have a state board of education. New Mexico has an elected body (Public Education Commission), but is advisory only.

Minnesota and New Mexico – chief state school officer is appointed by governor

Wisconsin – chief state school officer is elected.

The **District of Columbia** has a state board of education that is advisory only. Five of the members are elected and four are appointed by the mayor and confirmed by the city council. Beginning in January 2009, all nine members will be elected. The District of Columbia Public Education Reform Amendment Act of 2007 created a new state board of education that advises the state superintendent and approves specified policies. Previously, the board oversaw day-to-day operations of schools. This act also gave the mayor primary responsibility for public education.

## ***Territories***

**Puerto Rico** currently maintains an educational model in which the chief state school officer is appointed by the governor. In the **Virgin Islands**, the board of education consists of nine elected members and the chief state school officer is appointed by the governor.

### ***Summary: State Boards of Education***

#### **Appointed by Governor** (32 states)

Alaska, Arkansas, Arizona, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Missouri, Montana, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Virginia, West Virginia and Wyoming

#### **Elected** (9 states)

Alabama, Colorado, Hawaii, Kansas, Michigan, Nebraska, Nevada, Texas and Utah

#### **Appointed and Elected** (2 states and D.C.)

Louisiana and Ohio; District of Columbia (advisory only)

#### **Appointed by Legislature** (2 states)

New York and South Carolina

#### **Appointed by Multiple Authorities** (2 states)

Mississippi and Washington

#### **No State Board or Advisory Only** (3 states and D.C.)

Minnesota and Wisconsin (no board); New Mexico and District of Columbia (advisory only)

### ***Summary: Chief State School Officers***

#### **Appointed by Governor** (13 states and D.C.)

Delaware, Florida, Iowa, Maine, Minnesota, New Hampshire, New Jersey, New Mexico, Pennsylvania, South Dakota, Tennessee, Texas and Virginia. The District of Columbia mayor appoints the chief state school officer.

#### **Appointed by State Board of Education** (23 states)

Alabama, Alaska, Arkansas, Colorado, Connecticut, Hawaii, Illinois, Louisiana, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada, New York, Ohio, Rhode Island, Utah, Vermont and West Virginia

#### **Elected** (14 states)

Arizona, California, Georgia, Idaho, Indiana, Montana, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Washington, Wisconsin and Wyoming

## Governors' Cabinets with Education Representation

According to state Web sites, at least 25 governors appoint an education official to the executive cabinet. Such officials may be the superintendent of education, commissioner of education or secretary of education. These states include: **California, Colorado, Connecticut, Delaware, Georgia, Idaho, Kentucky, Louisiana, Maine, Massachusetts, Maryland, Michigan, Minnesota, Missouri, Nevada, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Puerto Rico, South Dakota, Tennessee, Virginia and West Virginia.** In addition, the state superintendent of education for the **District of Columbia** serves on the mayor's cabinet.

## Dual Offices for Education

Four states and the District of Columbia maintain a governance model that includes two authoritative positions for the state educational system:

- **California** has a Secretary of Education and also a Superintendent of Public Instruction who serves on the governor's cabinet. (*CAL. EDUC. CODE §33100 to 33191; CA. CONST. ART I, §2 and §7*)
- **Kentucky** has a Secretary of Education and a Commissioner of Education. (*KY. REV. STAT. ANN. §§156.147 to 156.250*)
- **Massachusetts** has a Secretary of Education and a Commissioner of Education. (*Mass. ANN. Laws ch.27. §§14A.*)
- **Virginia** supports a Secretary of Education (a cabinet position) and a Superintendent of Public Instruction. (*VA CODE ANN. §22.1-21 to 22.1-24 and 2.2-200*)
- **District of Columbia** has a State Superintendent of Education and a Chancellor of Education, both appointed by the mayor. District of Columbia Public Education Reform Amendment Act of 2007. (*D.C. Official Code § 1-206.02(c)(1)*)

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## Question #2

### What is the state's accreditation system? Goals? Process?

Again referencing the 1998 ECS report and correlating it with the 2010 survey the following table represents what states claim to be using a "Performance Based Accreditation" approach. The qualification of "claim to be using a performance based" approach to accreditation is not meant to be pejorative rather it indicates a general accreditation status that is fluid rather than set. In discussions with David Steadman, Executive Director of the Northwest Regional Association for Schools and Colleges, and Henry Cram, the Executive Director of the Mid-Atlantic Regional Association for Schools and Colleges, there has been discussion and actual movement to create and use conceptual frameworks to guide performance-oriented accreditation at the state as well as regional levels. Both Executive Directors indicate, for example, the changing nature of regional associations. Currently the regional associations use a combination of input and performance-oriented accreditation systems. The specific "performances" and indicators are identified by each state in the region and the association is contracted to monitor and check progress, growth, and the level of achievement in achieving the performances. This relationship creates a dynamic cooperative that maximizes objective assessment of progress and the use of a broader range of resources to help struggling schools.

**Table 1: States Claiming Performance Based Accreditation**

| # | State     | Summary  |
|---|-----------|--|
| 1 | Colorado  | The state board of education develops a statewide accreditation process designed to encourage excellence based upon student performance  |
| 2 | Delaware  | The state department of education develops accreditation programs designed to improve and hold accountable schools based on student performance. Schools and districts can be "superior" accredited, "accredited," placed on "accreditation watch" or considered non-accredited. Annual school and district profile reports are required which contain information pertaining to student achievement, educational outcomes and accreditation status. |
| 3 | Illinois  | The state accreditation process includes student performance and school improvement standards.   |
| 4 | Indiana   | The state board of education adopts rules for the state accreditation system. No other system is allowed. Accreditation prerequisites and student performance standards are established in Indiana administrative rules.   |
| 5 | Kansas    | Kansas statutes establish the "quality performance accreditation system." Student performance evaluation standards are addressed in the accreditation system.  |
| 6 | Louisiana | The superintendent of education develops and institutes state accreditation system. Accreditation is based on "pupil proficiency" criteria including "referenced tests" standards for public schools based on the attainment of educational goals and objectives   |
| 7 | Maryland  | The state board of education (with guidance from the state superintendent) adopts rules for the accreditation of all public schools. The state education accountability program, which is part of the state accreditation standards, contains testing and measurement standards and is performance based.  |
| 8 | Michigan  | The state board of education establishes and institutes performance based accreditation standards.   |

|           |                       |  |
|-----------|-----------------------|--|
| <b>9</b>  | <b>Mississippi</b>    | The state board of education and commission on school accreditation establish and implement performance based accreditation standards for the accreditation of the public schools.   |
| <b>10</b> | <b>Nebraska</b>       | The state board of education and commission on school accreditation establish and implement performance based accreditation standards for the accreditation of the public schools. All schools were required to be accredited by the 93-94 school year.  |
| <b>11</b> | <b>New Mexico</b>     | The state board of education accredits schools. Required subjects by grade are listed in accreditation standards. Accreditation is not mandatory. The state board assesses and evaluates all school that desire accreditation. An annual school accountability report is required which measures student performance. The department of education does on-site visits including review of student performance standards. |
| <b>12</b> | <b>North Carolina</b> | State accreditation and basic education program creates school based management and accountability program. The accreditation system is student performance based and requires school "report cards" based on student performance.   |
| <b>13</b> | <b>Oklahoma</b>       | The state board of education is responsible for establishing accreditation rules. The standards must meet or exceed the North Central Association of Colleges and School standards for accreditation and must use an "academic results oriented approach."   |
| <b>14</b> | <b>Texas</b>          | The state department of education implements accreditation system and establishes accreditation levels in each school.   |
| <b>15</b> | <b>Virginia</b>       | The state board of education implements accreditation. Standards are performance based.  |
| <b>16</b> | <b>West Virginia</b>  | The state board of education implements guidelines for the performance based accreditation system. Schools can obtain full, temporary, conditional or seriously impaired accreditation status. County board systems may also be accredited.  |
| <b>17</b> | <b>Wyoming</b>        | The state department of education establishes performance based accreditation system. Evaluation of individual schools results in the assignment of an accreditation level to the district. Accreditation levels are "full without follow up," "full with follow up," and "conditional."   |

From ECS the following overview of performance-oriented accreditation...

## State-level Policies Regarding Accreditation in Public Schools

ECS Information Clearinghouse, 1998

Accreditation policies vary greatly among the states. While many states do not require schools or school districts to obtain accreditation, all states assess the performance of the public schools in some fashion. Accreditation involves the placement of a school or school district into a specific status based on an evaluation of the operations of the institution. This evaluation by an outside agency requires compliance with certain predetermined standards. If these predetermined standards include measurement of scholastic achievement among students, the accreditation system is considered to be performance based.

Assessment and/or accountability refer to providing evidence that a program or process is achieving its intended goals and that evaluations are being conducted in a variety of areas. Sanctions may be applied to schools or school districts for failure to meet either accreditation or assessment standards. State policies involving accreditation range from state performance based accreditation being the only means of accrediting schools (e.g. Indiana) to voluntary accreditation of schools being obtained through a regional accreditation association (e.g. Utah).

Regional accreditation is obtained through one of six regional accrediting bodies. These regional bodies are non-profit, non-governmental agencies and are recognized as being reliable authorities concerning the quality of education offered by a school. A school's participation in the regional associations' accreditation process is always voluntary and is intended to encourage educational excellence, promote cooperative action and protect the public interest by assuring the integrity and future preparedness of accredited schools. The regional associations accredit at least some schools in every state. Many schools retain both regional and state accreditation in states that have state accreditation systems.

Thirty states, Puerto Rico and the Virgin Islands have established state systems which accredit schools and/or school districts. Many schools in states without accreditation systems obtain accreditation through the regional accreditation associations.

Of the states that have state accreditation systems, seventeen states and Puerto Rico have tied student performance measures to obtaining accreditation.

Summaries of the specific state policies and code citations for further information are as of 1998:

| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary  | Code citation                                   |
|-------|--------------------|---------------------------------------|--|---|
| AL    | Yes                | No                                    | While a state accreditation system exists, schools may elect to use the accreditation system of the Southern Association of Colleges and Schools. The total assessment program is student performance based, but the assessments are not tied to | Alabama<br>Code § 16-13-<br>232 and 16-<br>6B-1 |



| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary   | Code citation  |
|-------|--------------------|---------------------------------------|---|--|
|       |                    |                                       | accreditation.  |  |
| AK    | Yes                | No                                    | The state board of education is empowered to grant accreditation.   | Alaska Stat. §14.07.020<br>(a)(6)                        |
| AZ    | No                 | No                                    | Arizona uses standardized essential skills testing for assessment of student achievement. Assessment plans are required at the district level. Excellence report cards, analyzing test results and making comparisons between districts, are required annually.             | Ariz. Rev. Stat. §15-741/743                             |
| AR    | Yes                | No                                    | The state board of education is responsible for developing regulations, criteria and minimum standards for accreditation. While a comprehensive testing and assessment program for students is in place, it is not directly tied to accreditation criteria.                 | Ark. Code Ann. § 6-15-401 through 406 and ASA @ 6-15-202 |
| CA    | No                 | No                                    | California uses a statewide assessment of academic achievement which relies on information required in an annual statewide accountability report card program.  | Cal. Educ. Code § 33126, 60602 through 60614/50          |
| CO    | Yes                | Yes                                   | State board of education develops a statewide accreditation process designed to encourage excellence based upon student performance results.  | 1 Colo. Code Regs. § 301-1                               |
| CT    | No                 | No                                    | All accreditation is accomplished through the requirements of the New England Association of Colleges and Schools.  | Conn. Gen. Stat. § 10-239j                               |
| DE    | Yes                | Yes                                   | State department of education develops accreditation program designed to improve and hold accountable schools based on student performance. Schools and districts can be "superior accredited," "accredited," placed on "accreditation watch" or considered non-accredited. | Del. Code Ann. tit. 14 § 124A and 153 through 158        |

| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary   | Code citation                                  |
|-------|--------------------|---------------------------------------|---|--|
|       |                    |                                       | Annual school and district profile reports are required which contain information pertaining to student achievement, educational outcomes and accreditation status.   |  |
| DC    | No                 | No                                    | Accreditation is accomplished through the requirements of the Southern Association of Colleges and Schools or Middle States Association of Colleges and Schools.  | No legislative citation                        |
| FL    | No                 | No                                    | State board of education approves student performance standards in program categories and chronological grade levels. The student assessment program includes national and state comparisons and a standardized testing program.  | Fla. Stat Ann. § 229.565(1/2) and 229.57       |
| GA    | No                 | No                                    | Requires the assessment of the effectiveness of educational programs. Accreditation is accomplished through the rules of the Southern Association of  | Ga. Code Ann. § 20-2-281 and GCRR 160-3-2-.01  |
| HI    | No                 | No                                    | State board of education establishes statewide performance standards and the assessment plan designed to measure success. A requirement exists for districts to report on accountability based on student performance standards.  | Haw. Rev. Stat. § 296-2.60 and 296-92          |
| ID    | Yes                | No                                    | All schools must be accredited. Schools may elect to: 1) meet Idaho state accreditation standards 2) be accredited with Northwest Association of Schools and Colleges standards 3) meet the Idaho school improvement model 4) submit an alternative accreditation model for state approval. | Idaho Code § 33-1612 and IDAPA 8.02.02.140     |
| IL    | Yes                | Yes                                   | State accreditation process includes student performance and school improvement standards.  | Ill. Admin. Code tit. 23, § 1-1.10/20 et. seq. |

| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary   | Code citation   |
|-------|--------------------|---------------------------------------|---|---|
| IN    | Yes                | Yes                                   | State board of education adopts rules for the state accreditation system. No other system is allowed. Accreditation prerequisites and student performance standards are established in Indiana administrative rules.  | Ind. Code § 20-1-1.2, 20-6.1-3-2/4-1/4-4 through 4-8          |
| IA    | Yes                | No                                    | State board of education establishes accreditation standards. A needs assessment and achievement goals are required to address student performance, but are not directly required in accreditation standards.   | Iowa Code § 256.11, 280.18 and 281 Iowa Admin. Code 22.1(256) |
| KS    | Yes                | Yes                                   | Kansas statutes establish the "quality performance accreditation system." Student performance evaluation standards are addressed in the accreditation system.   | Kan. Stat. Ann. § 72-6439                                     |
| KY    | No                 | No                                    | Kentucky state board of education is responsible for creating and implementing a statewide, primarily student performance based, assessment program to ensure school accountability for student achievement of educational goals.                                 | Ky. Rev. Stat. Ann. § 158.645 and 158.6453                    |
| LA    | Yes                | Yes                                   | The superintendent of education develops and institutes state accreditation system. Accreditation is based on "pupil proficiency" criteria including "referenced tests" standards for public schools based on the attainment of educational goals and objectives. | La. Rev. Stat. Ann. § 17:391.4/9                              |
| ME    | Yes                | No                                    | State board of education adopts accreditation rules. There is a statewide assessment plan that measures student academic achievement, learning results and the achievement of content standards. However, the system is not directly related to accreditation.    | Me. Rev. Stat. Ann. tit. 20A, § 405(3)(E) and 6202/9          |
| MD    | Yes                | Yes                                   | State board of education (with guidance from the state superintendent) adopts rules for the   | Md. Code Ann., Educ. § 2-206(c) and                           |

| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary  | Code citation  |
|-------|--------------------|---------------------------------------|--|--|
|       |                    |                                       | accreditation of all public schools. The state education accountability program, which is part of the state accreditation standards, contains testing and measurement standards and is performance based.  | 7-203/4  |
| MA    | No                 | No                                    | An evaluation system exists for public school districts and schools which establishes assessment instruments and reports required on an annual basis. Evaluations are student performance based.   | Mass. Gen. Laws ch. 69, § 11 and Mass Regs. Code tit. 603, § 30.04 |
| MI    | Yes                | Yes                                   | State board of education establishes and institutes performance based accreditation standards.   | Mich. Comp Laws Ann. §15.41280                                     |
| MN    | No                 | No                                    | State board of education may recognize accreditation agencies for the sole purpose of evaluating general attendance and curriculum issues. The commissioner of education is required to develop a comprehensive statewide plan for improving educational effectiveness. There is a statewide student testing and reporting system for assessment and a graduation standards rule. Creating and operating outcome-based schools is also allowed (@120.064). | Minn. Stat. § 121.608 and 121.11(7) and 121.1113                   |
| MS    | Yes                | Yes                                   | State board of education and commission on school accreditation establish and implement performance based accreditation standards for the accreditation of the public schools.   | Miss. Code Ann. 37-17-6  |
| MO    | Yes                | No                                    | State board establishes rules and regulations for accreditation. Missouri has enacted the "outstanding schools act" which creates a statewide assessment system monitoring student performance (not directly related to accreditation).  | Mo. Rev. Stat. § 160.092(9) and 160.500 through .538               |
| MT    | Yes                | No                                    | Accreditation is required of all schools and their accreditation status is reviewed annually. Standards are  | Mont. Code Ann. § 20-7-  |

| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary   | Code citation   |
|-------|--------------------|---------------------------------------|---|---|
|       |                    |                                       | adopted by the board of public education with the recommendation of the superintendent of public instruction. Title 10, chapter 55 of administrative rules contains the standards for accreditation.  | 101/2   |
| NE    | Yes                | Yes                                   | State board of education and commission on school accreditation establish and implement performance based accreditation standards for the accreditation of the public schools. All schools were required to be accredited by the 93-94 school year.   | Neb. Rev Stat. § 79-703   |
| NV    | No                 | No                                    | The board of trustees of each school district implements an accountability program based on student performance on standardized tests and other factors. Annual reports are required to each community. Examinations are conducted in grades 4, 8, 10 and 11.   | Nev. Rev. Stat. § 385.347 and 389.015   |
| NH    | No                 | No                                    | The required statewide education improvement and assessment program does not require accreditation. The assessment program is student performance based, but does not require minimum competency testing.   | N.H. Rev. Stat. Ann. 193-C:1/6  |
| NJ    | No                 | No                                    | School report card and efficiency programs report evaluative findings on schools. Evaluation of performance of each school is required based on student needs, progress and curriculum content standards. Assessments include some student performance measures, as well as, graduation requirements. | N.J. Stat. Ann. § 18A:7A-10, 18A:7E-1/5, 18A:7F-29 and 18A:7C-1                 |
| NM    | Yes                | Yes                                   | State board of education accredits schools. Required subjects by grade are listed in accreditation standards. Accreditation is not mandatory. The state board assesses and evaluates all schools that desire accreditation. An annual school accountability report is required which measures student | N.M. Stat. Ann. 22-1-6, 22-2-2(F), 22-2-8.3 and N.M. Admin. Code tit.6, § 3.2.9 |

| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary   | Code citation   |
|-------|--------------------|---------------------------------------|---|---|
|       |                    |                                       | performance. Department of education does on-site accreditation visits including review of student performance standards.   |   |
| NY    | No                 | No                                    | An annual report to the legislature and governor concerning student achievement and performance is required from the board of regents of the university of New York. Accreditation is administered by the Middle States Association of Colleges and Schools.                  | N.Y. Educ. Law § 215-a                                    |
| NC    | Yes                | Yes                                   | State accreditation and basic education program creates school based management and accountability program. The accreditation system is student performance based and requires school "report cards" based on student performance.  | N.C. Gen. Stat. § 115C-8, 115C-12(9c) and 115C-105.2      |
| ND    | Yes                | No                                    | Superintendent of public instruction may adopt standards for accreditation. Compliance is not mandatory. Any school which meets the standards must be considered an accredited school.  | N.D. Cent. Code § 15-21-04.1                              |
| OH    | No                 | No                                    | State board of education determines standards for defining indicators to establish levels of school district and school performance. Proficiency testing is administered to students. Payments may be made to accreditation associations by districts desiring accreditation. | Ohio Rev. Code Ann. § 3302.01, 3301.07.10/11 and 3313.871 |
| OK    | Yes                | Yes                                   | State board of education is responsible for establishing accreditation rules. The standards must meet or exceed the North Central Association of Colleges and Schools standards for accreditation and must use an "academic results oriented approach."                       | Okla. Stat. tit. 70, § 3-104(10) and 3-104.4              |
| OR    | No                 | No                                    | State assessment system leads to the issuance of a "certificate of initial mastery" (for students completing the  | Or. Rev. Stat. § 329.025, 329.465 and                     |

| State | State<br>Accredits | Performance<br>Based<br>Accreditation | Summary   | Code citation                            |
|-------|--------------------|---------------------------------------|---|--|
|       |                    |                                       | 10th grade), which is based on student performance. Schools must assess learning rates.   | 329.485                                  |
| PA    | No                 | No                                    | State establishes an annual school assessment and accountability plan based on measuring student, teacher, school and district performance. The state assessment system is outcome based.   | 4 Pa. Code § 5.231 and 5.797             |
| PR    | Yes                | Yes                                   | The secretary of education establishes accreditation standards which includes the minimum requirements for evaluation of academic performance and administrative procedures.  | P.R. Laws Ann. tit.,18 § 57              |
| RI    | Yes                | No                                    | Accreditation by the state is voluntary for secondary schools. Schools may choose either accreditation by the state, by the New England Association of Colleges and Schools, or both. Accreditation by the state is qualitative, but not performance based. | R.I. Code R. 08 060 002                  |
| SC    | Yes                | No                                    | The state department of education establishes the plan for the accountability and accreditation of all schools. The plan includes a basic educational data system accreditation process and minimum accreditation procedures.                               | S.C. Code Ann. § 59-141-10 and 59-20-60  |
| SD    | Yes                | No                                    | State board of education promulgates rules and policies to establish standards for the classification and accreditation of all public schools. Accreditation standards are not performance based.   | S.D. Codified Laws § 13-1-12 and 13-3-47 |
| TN    | No                 | No                                    | Schools must meet performance goals and assessment requirements. The system uses a "value added assessment model." This statistical model is referred to as "Sander's model and provisions for its use are included in legislation.                         | Tenn Code Ann. § 49-1-603 through 608    |

| <b>State</b> | <b>State<br/>Accredits</b> | <b>Performance<br/>Based<br/>Accreditation</b> | <b>Summary</b>   | <b>Code citation</b>  |
|--------------|----------------------------|--|--|---|
| TX           | Yes                        | Yes  | State department of education implements accreditation system and establishes accreditation levels for each school.  | Tex. Educ. Code Ann. § 39.073 and 19 Tex. Admin. Code § 229.3                   |
| UT           | No                         | No   | Accreditation in Utah is voluntary and is administered by the Northwest Association of Schools and Colleges. Elementary, junior high and middle schools may elect accreditation under separate rules.  | Utah Admin Code R277-410-3and 411/412   |
| VT           | No                         | No   | Accreditation of schools is voluntary. Schools may elect to use the New England Association of Colleges and Schools, be assessed under the state effective schools assessment plan or be assessed under alternatives developed by the state department of education. | Vt. Code R. 22-000-003  |
| VIR<br>ISLD  | Yes                        | No   | Accreditation visits by the department of education are authorized by legislation.   | V.I. Code Ann. tit.17, § 193  |
| VA           | Yes                        | Yes  | State board of education implements accreditation. Standards are performance based.  | Va. Code Ann. § 22.1-19 and 22.1-253.13:3; Va. Admin. Code, tit. 8, § 20-131-10 |
| WA           | Yes                        | No   | State board of education accredits schools. Schools have option of obtaining Northwest Association of Schools and Colleges or state accreditation. School self-studies are required.   | Wash. Rev. Code § 28A.305.310 and Wash. Admin. Code § 180-55-020/035            |
| WV           | Yes                        | Yes  | State board of education implements guidelines for the performance based accreditation system. Schools can obtain full, temporary, conditional or seriously impaired accreditation status.   | W.Va. Code § 18-2E-5  |



| <b>State</b> | <b>State<br/>Accredits</b> | <b>Performance<br/>Based<br/>Accreditation</b> | <b>Summary</b>  | <b>Code citation</b>                    |
|--------------|----------------------------|--|---|---|
|              |                            |  | County board systems may also be accredited.  |   |
| WI           | No                         | No   | State has student assessments conducted in grades 4, 8 and 10. High school graduation requirements are also established.  | Wis. Stat. § 118.30/33                  |
| WY           | Yes                        | Yes  | State department of education establishes performance based accreditation system. Evaluation of individual schools results in the assignment of an accreditation level to the district. Accreditation levels are "full without follow up," "full with follow up" and "conditional." | Comp. Wyo. Regs. (Educ) 005-000-006§ 15 |

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## Appendix A

### Recent State Policies/Activities

#### Accreditation

*Education Commission of the States • 700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • fax 303.296.8332 • [www.ecs.org](http://www.ecs.org)*

The following summary includes policies enacted since 2000. Summaries are collected from state Web sites, state newsletters, *StateNet*, *LexisNexis* and *Westlaw*. Descriptions often reflect the content of bills as introduced and may not reflect changes made during the legislative process. To assure that this information reaches you in a timely manner, minimal attention has been paid to style (capitalization, punctuation) or format.

| State | Status/Date                | Level         | Summary   |
|-------|----------------------------|---------------|---|
| AL    | Adopted<br>03/2010         | Postsecondary | Defines "non-accredited institution" as an institution not accredited by an agency recognized by the U.S. Department of Education or Council on Higher Education Accreditation. Requires a non-accredited institution seeking to offer degree programs in Alabama to undergo an external review of its programs of study by an outside consultant(s) chosen by the commission on higher education. Requires the unaccredited institution to underwrite all costs related to the external review. Specifies that program proposals must meet standards used by the commission for new off-campus offerings by in-state public institutions, to be in full compliance with the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COS) guidelines. Title: 300-2-1-.02 Source: <a href="http://www.lexis.com">www.lexis.com</a> |
| MI    | Signed into law<br>01/2010 | Postsecondary | Provides for the accreditation, regulation and licensing of proprietary schools; authorizes a proprietary school to sell goods or services produced or provided by a student provided that, among other things, money from the sale of the goods or services is used solely to support the school; requires a proprietary school to provide evidence of surety conditioned to provide indemnification to a student suffering loss because of inability to complete a course or program of study due to the school closing. <a href="http://www.legislature.mi.gov/documents/2009-2010/publicact/htm/2009-PA-0212.htm">http://www.legislature.mi.gov/documents/2009-2010/publicact/htm/2009-PA-0212.htm</a> Title: S.B. 786  |

Source: <http://www.legislature.mi.gov>

|    |                         |            |  |
|----|-------------------------|------------|--|
| CO | Signed into law 05/2009 | pre -K- 12 | Repeals and reenacts the Educational Accreditation Act of 1998 to align accountability and accreditation measures and procedures; assigns specified related duties to the State Board of Education in regard to accountability to include measuring student academic growth, school district and charter school accreditation contracts, public school restructuring, school and district academic growth indicators, school performance monitoring, education related data, and school and district turnaround plans.<br><a href="http://www.leg.state.co.us/clics/clics2009a/csl.nsf/fsbilcont3/E45E06A4FE98EA6587257551006471C8?open&amp;file=163_enr.pdf">http://www.leg.state.co.us/clics/clics2009a/csl.nsf/fsbilcont3/E45E06A4FE98EA6587257551006471C8?open&amp;file=163_enr.pdf</a> Title: S.B. 163<br>Source: |
| IA | Signed into law 04/2009 | pre -K- 12 | Relates to the accreditation of school districts and nonpublic schools and the reorganization of school districts. If a recommendation is for the district to no longer be accredited, requires a list of deficiencies and a list of available resources for technical assistance be provided; requires notice of dissolution.<br><a href="http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&amp;Service=Billbook&amp;menu=false&amp;ga=83&amp;hbill=SF360">http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&amp;Service=Billbook&amp;menu=false&amp;ga=83&amp;hbill=SF360</a><br>Title: S.B. 360<br>Source: <a href="http://coolice.legis.state.ia.us">http://coolice.legis.state.ia.us</a>  |
| VA | Signed into law 03/2009 | pre -K- 12 | Provides for the delayed implementation of statutes, regulations and standards upon which the accreditation of schools or school divisions in the Commonwealth is based that are not already in effect; relates to passing rates for full accreditation based on assessments.<br><a href="http://leg1.state.va.us/cgi-bin/legp504.exe?091+ful+HB2166ER">http://leg1.state.va.us/cgi-bin/legp504.exe?091+ful+HB2166ER</a><br>Title: H.B. 2166<br>Source: <a href="http://leg1.state.va.us">http://leg1.state.va.us</a>  |
| MS | Signed into law 03/2009 | pre -K- 12 | Relates to school district accreditation levels; revises accreditation terminology.<br><a href="http://billstatus.ls.state.ms.us/documents/2009/pdf/SB/2300-2399/SB2308SG.pdf">http://billstatus.ls.state.ms.us/documents/2009/pdf/SB/2300-2399/SB2308SG.pdf</a><br>Title: S.B. 2308<br>Source: <a href="http://billstatus.ls.state.ms.us">http://billstatus.ls.state.ms.us</a>  |
| TX | Adopted                 | pre        | Adopts new 19 TAC Chapter 97, Planning and   |

12/2007

-K- Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The new subchapter defines the accreditation statuses of Accredited, Accredited-Warning, Accredited-Probation, and Not Accredited-Revoked and states how accreditation statuses will be determined and assigned to school districts. The adopted rules also establish accreditation standards and sanctions, including definitions, purpose, technical assistance teams, campus intervention teams, reconstitution, campus closure, alternative management, intervention stages, and oversight appointments. The adoption reflects changes required by House Bill (HB) 1, 79th Texas Legislature, Third Called Session, 2006, which amended the TEC, Chapter 39, Public School System Accountability. As a result of these changes, these new rules were adopted to implement the changes. New 19 TAC §97.1053, Purpose, states the statutory purposes of accreditation statuses and sanctions. The adoption also explains that the accreditation status assigned to a district under this new subchapter reflects performance beginning with the district's 2006 ratings; however, performance for earlier years would be considered for the purposes of accreditation sanctions. New 19 TAC §97.1063, Campus Intervention Team; Reconstitution, implements the provisions of HB 1 related to campuses rated Academically Unacceptable under the state academic accountability rating system and the assignment of a CIT to those campuses. Additionally, the section outlines the obligation of certain principals to participate in the school leadership pilot program required under the TEC, §11.203, and the district's responsibility for covering costs associated with the program. The section also defines the timeline under which a campus can and/or will be ordered to undergo reconstitution. In addition, the adopted new rule describes the activities in which the district, campus, and the CIT must engage to facilitate the reconstitution, including timelines and activities related to the retention or removal of campus educators, including the principal. The adopted new rule also discusses circumstances under which the TEA may assign a monitor, conservator, management team, or board of managers to the campus to ensure the implementation of its school improvement/reconstitution plan and when the TEA may order alternative management or closure of the

|    |                               |                  |   |
|----|-------------------------------|------------------|---|
|    |                               |                  | <p>campus. codifies intervention and sanction processes in place under the Performance-Based Monitoring (PBM) system. The adopted rule describes intervention activities, notification processes for PBM intervention staging, and possible interventions and/or sanctions that may be implemented under the PBM system. Includes other details of related provisions.</p> <p><a href="http://www.tea.state.tx.us/rules/commissioner/adopted/1207/97ee-ltradopt.html">http://www.tea.state.tx.us/rules/commissioner/adopted/1207/97ee-ltradopt.html</a></p> <p>Title: 19 TAC Chapter 97</p> <p>Source: <a href="http://www.tea.state.tx.us">http://www.tea.state.tx.us</a></p>                                    |
| SD | Adopted<br>10/2007            | Po<br>sts<br>ec. | <p>Amends rules to allow school service specialists to add a teaching program to their current certificate upon completion of a full degree. Requires that non-public and tribal schools follow the same standards for accreditation, and that all schools submit a "plan of intent" for staff that are not properly certified or qualified to teach in all content areas. SOUTH DAKOTA 4312</p> <p>Title: SDR 24:15:03:08, :10, :43:01:01, :02:02, :08, :09:03</p> <p>Source: Lexis-Nexis/StateNet</p>   |
| UT | Adopted<br>08/2007            | pre<br>-K-<br>12 | <p>Deletes previous Northwest Association of Accredited Schools and State Board of Education accreditation standards and provides newly revised standards.</p> <p><a href="http://www.rules.utah.gov/publicat/bull_pdf/2007/b20070701.pdf">http://www.rules.utah.gov/publicat/bull_pdf/2007/b20070701.pdf</a> (p.12)</p> <p>Title: R277-413</p> <p>Source: <a href="http://www.rules.utah.gov">http://www.rules.utah.gov</a></p>  |
| X  | Signed<br>into law<br>06/2007 | Po<br>sts<br>ec. | <p>Adds the American Bar Association as a recognized accrediting agent in Texas under Section 61.003 (15) of the Education Code. This is the only accrediting body for law schools in the United States. This addition will have no negative effects on the accreditation of any institutions of higher education and does not create any accrediting authority for the ABA except to acknowledge such authority in statute.</p> <p><a href="http://www.capitol.state.tx.us/tlodocs/80R/billtext/pdf/SB00480F.pdf">http://www.capitol.state.tx.us/tlodocs/80R/billtext/pdf/SB00480F.pdf</a></p> <p>Title: S.B. 480</p> <p>Source: <a href="http://www.capitol.state.tx.us">http://www.capitol.state.tx.us</a></p> |
| SD | Signed into<br>law 03/2007    | pre<br>-K-<br>12 | <p>Adds support activities related to school accreditation and teacher training and retention to the list of purposes for use of the State Institute Fund by the</p>  |

Department of Education.

<http://legis.state.sd.us/sessions/2007/bills/SB68enr.pdf>

Title: S.B. 68

Source: <http://legis.state.sd.us>

|    |                          |                                  |   |
|----|--------------------------|----------------------------------|---|
| IA | Adopted<br>07/2006       | Co<br>mm<br>y<br>Col<br>leg<br>e | Relates to the evaluation of the colleges' institutional effectiveness in a framework of CQI standards and unit benchmarks. Creates a new chapter 24 with a discrete set of regulations for accreditation and aligns the state accreditation process more closely with the required regional accreditation process conducted by the Higher Learning Commission of the North Central Association of Colleges and Schools. Page 36 of 44<br><a href="http://www.legis.state.ia.us/Rules/2006/Bulletin/IAB060816.pdf">http://www.legis.state.ia.us/Rules/2006/Bulletin/IAB060816.pdf</a><br>Title: IAC 281-Chapter 24, 281-24.1(260C) through 281- 24.4(260C), 24.4(1)through 24.4(5), 281-24,5(260C), 24.5(1) through 24.5(4), 281-24.6(260C),24.6(1) through 24.6(4)<br>Source: Lexis-Nexis/StateNet   |
| VA | Rule Adoption<br>07/2006 | pre<br>-K-<br>12                 | Amends regulations establishing standards for accrediting public schools in Virginia. The amendments include additional options for students to meet the requirements for graduation; change the methodology for calculating accreditation ratings; create greater flexibility for transfer students; add more rigorous benchmarks for accreditation; and better define sanctions for schools, superintendents, and school boards if a school loses its accreditation. Revisions also require all elementary and middle schools to require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education. Changes made to the proposed regulations (i) add defined terms and clarify existing terms; (ii) clarify that students who are limited English proficient (LEP) may be granted an exemption from Standards of Learning (SOL) testing in the areas of writing, science, and history and social science; (iii)add a provision encouraging elementary schools to provide instruction in foreign languages; (iv) allow advanced courses to include Cambridge courses, in addition to Advanced Placement, International Baccalaureate, and college level courses for degree |

credit; (v) beginning with the academic year 2008-2009, limit middle school teachers to a teaching load of no more than 25 class periods a week; (vi) restore language removed in the proposed regulation regarding teachers of block programs that encompass more than one class period with no more than 120 student periods per day may teach 30 class periods per week; (vii) add a provision for one planning period per day or equivalent for middle and secondary teachers; (viii) cross reference the responsibility of the division superintendent in reporting compliance with preaccreditation eligibility requirements; and (ix) repeal Appendix I, which is expired.

<http://legis.state.va.us/codecomm/register/vol22/iss24/f8v20131.doc>

Title: 8 VAC 20-131-10 thru -320 non seq.

Source:

<http://legis.state.va.us/codecomm/register/vol22/iss24/v22i24.pdf> (pg. 137 of 336)

|    |                         |  |
|----|-------------------------|--|
| KS | Signed into law 05/2006 | <p>pre -K- 12 Provides that whenever the state board determines that a school has failed either to meet the accreditation requirements or standards adopted by the state board or provide the curriculum required by state law, the state board must notify the district in which the school is located. Requires such notice to specify the accreditation requirements that the school has failed to meet and the curriculum that the school has failed to provide. Encourages the local board, upon receipt of such notice, to reallocate the resources of the district to remedy all deficiencies identified by the state board. Directs the local board, when making such reallocation, to take into consideration the resource strategies of highly resource-efficient districts as identified in Phase III of the Kansas Education Resource Management Study conducted by Standard and Poor's (March 2006).</p> <p><a href="http://www.kslegislature.org/bills/2006/549.pdf">http://www.kslegislature.org/bills/2006/549.pdf</a></p> <p>Title: S.B. 549 - Section 1</p> <p>Source: www.kslegislature.org</p> |
| MO | Signed into law 05/2006 | <p>pre -K- 12 If a school district has been classified as unaccredited within the previous five school years and the district is subsequently classified as provisionally accredited,</p>  |

the district will be subject to lapse on June 30 of any school year in which the state board of education withdraws provisional accreditation or at a later date as determined by the state board of education.

<http://www.senate.mo.gov/06info/pdf-bill/tat/SB894.pdf>

Title: S.B. 894

Source: <http://www.senate.mo.gov/>

MI

Signed into  
law 04/2006

pre Establishes statewide high school graduation  
-K- requirements effective with the class of 2010,  
12 including 4 units English; 3 units science, including  
biology and either chemistry or physics. Strongly  
encourages students to complete a fourth credit in  
science, such as forensics, astronomy, Earth science,  
agricultural science, environmental science, geology,  
physics or chemistry, physiology, or microbiology.

Directs the department to develop content area expectations in each of the subject areas required for high school graduation. Requires the process to include input from a number of stakeholder groups, including representatives from 4-year colleges or universities, community colleges, and other postsecondary institutions; from the business community; and from vocational and career and technical education providers

Directs the department to determine the basic level of technology and internet access required for students to complete the online course or learning experience requirement set forth in S.B. 1124  
<http://www.legislature.mi.gov/documents/2005-2006/publicact/pdf/2006-PA-0124.pdf> and determine the assessments through which students may demonstrate proficiency. Requires the department to develop material to assist schools in implementing the graduation requirements here and in S.B. 1124, including guidelines for alternative instructional delivery methods.

Authorizes a parent to request a personal curriculum for the student that modifies certain graduation requirements. Establishes a procedure for this process. Bars a personal curriculum from deviating from the statewide English and science requirements. Establishes limitations on the modifications possible to the math, social studies, health/physical education



and arts graduation requirements in a personal curriculum.

Authorizes schools to provide the high school graduation requirement curriculum through alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education, or by a combination of these. Encourages schools operating career and technical education programs to integrate the high school graduation requirements into those programs.

Beginning with the 2008-2009 school year, links a high school's accreditation to its offering of the curriculum necessary to fulfill high school graduation requirements. Provides that if a school does not offer all the required credits, the school must ensure student access to the required units via alternate means, such as dual enrollment; enrollment in an online course; a cooperative arrangement with a neighboring school district or with a public school academy; or granting approval for the student to be counted in membership in another school district.

If a student is not successfully completing a unit required for graduation, or is identified as being at risk of withdrawing from high school, requires the student's district or charter school to notify the student's parent of the availability of tutoring or other supplemental educational support and counseling services that may be available to the student under existing state or federal programs, such as those programs or services available under section 31a of the state school aid act of 1979, MCL 388.1631a, or under the No Child Left Behind Act of 2001.

Mandates that units required for high school graduation be taught by highly qualified teachers. Provides that if a district or charter school demonstrates to the department that it is unable to do so because it is unable to hire enough highly qualified teachers, the department must work with the district or charter school to develop a plan to allow it to hire enough highly qualified teachers to meet the highly qualified teachers requirement.

Requires schools to ensure that each grade 7 student

has the opportunity to develop an educational development plan, and that each student has developed an educational development plan before he or she begins high school. Mandates that an educational development plan be developed by the student under the supervision of the student's school counselor or another qualified designee qualified selected by the high school principal and be based on a career pathways program or similar career exploration program.

Allows districts and charter schools unable to implement all of the curricular requirements to apply to the department for permission to phase in one or more of the requirements. Provides that if a district or charter school does not offer all of the required credits or provide options to have access to the required credits and legislation is enacted to allow districts and charter schools to apply for a contract that waives certain state or federal requirements, then the school district or public school academy is encouraged to apply for a contract to improve student performance.

Clarifies that students may complete high school graduation requirements through advanced studies such as accelerated course placement, advanced placement, dual enrollment in a postsecondary institution, or participation in the international baccalaureate program or an early college/middle college program.

Requires the department to submit an annual report to the legislature that evaluates the overall success of the new graduation requirements, the rigor and relevance of the course work required by the curriculum, the ability of public schools to implement the curriculum and the required course work, and the impact of the curriculum on pupil success, and that details any activities the department has undertaken to implement these requirements and the requirements in S.B. 1124 or to assist public schools in implementing the new graduation requirements.

<http://www.legislature.mi.gov/documents/2005-2006/publicact/pdf/2006-PA-0123.pdf>

Title: H.B. 5606

Source: [www.legislature.mi.gov](http://www.legislature.mi.gov)

MD      Signed into      Po      Requires an institution of higher education that does

|    |                         |            |   |
|----|-------------------------|------------|---|
|    | law 04/2006             | sts ec.    | not possess regional accreditation to require its students to sign a letter of acknowledgment that the transfer of credits may be difficult if the student intends to transfer the credits to an institution of higher education that is regionally accredited.<br><a href="http://mlis.state.md.us/2006rs/bills/sb/sb0270t.pdf">http://mlis.state.md.us/2006rs/bills/sb/sb0270t.pdf</a><br>Title: S.B. 270<br>Source: Maryland Legislature   |
| MS | Signed into law 03/2006 | pre -K- 12 | Relates to school districts; establishes home rule; exempts Level 4 or 5 accredited districts from certain requirements. Authorizes the State Board of Education to exempt any school district meeting Level 4 or 5 state accreditation standards from any compulsory standard of accreditation. However, if the standard of accreditation is an educational policy required by statute, exemptions may only be made if specifically authorized by law.<br><a href="http://billstatus.ls.state.ms.us/documents/2006/html/HB/1100-1199/HB1121SG.htm">http://billstatus.ls.state.ms.us/documents/2006/html/HB/1100-1199/HB1121SG.htm</a><br>Title: H.B. 1121<br>Source: <a href="http://billstatus.ls.state.ms.us/">http://billstatus.ls.state.ms.us/</a>   |
| WV | Rule Adoption 07/2005   | pre -K- 12 | Amends rules relating to a performance based accreditation system to improve education. WEST VIRGINIA REG 4602 (SN)<br>Title: Title 126, Series 13<br>Source: StateNet  |
| CO | Signed into law 06/2005 | pre -K- 12 | Standardizes the calculation of graduation rates and dropout rates that are required to be reported by school districts for accreditation. Standardizes and requires the reporting of continuing education rates and mobility rates by school districts for accreditation. Requires one accreditation indicator to be the percentage of students enrolled in an Advanced Placement, International Baccalaureate diploma program, or institution of higher education through a dual enrollment program. Requires districts to report achievement of accreditation indicators disaggregated for student year, race, low family income, students with disabilities, and English language learners. Requires districts and the state charter school institute to annually report the status of students who have not graduated in 4 years and remain enrolled in the district or an institute charter school. Permits the state board of education to audit accreditation data. |

[http://www.leg.state.co.us/Clics2005a/csl.nsf/fsbillcont3/DFD64504612C4BC587256F5800587C38?Open&file=091\\_enr.pdf](http://www.leg.state.co.us/Clics2005a/csl.nsf/fsbillcont3/DFD64504612C4BC587256F5800587C38?Open&file=091_enr.pdf)

Title: S.B. 91

Source: [www.leg.state.co.us](http://www.leg.state.co.us)

|    |                   |            |   |
|----|-------------------|------------|---|
| CO | Vetoed<br>06/2005 | pre -K- 12 | <p>Requires the department to contract every 3 years for an independent evaluation of the state accountability system and the No Child Left Behind Act of 2001. Requires the evaluation to include:</p> <ul style="list-style-type: none"><li>(1) The impact of the accountability systems on learning and teaching;</li><li>(2) Public perception of and confidence in the accountability systems;</li><li>(3) The effectiveness of the parties involved in the accountability systems, including the department, districts, state charter school institute, and public schools;</li><li>(4) Improvements that may be made to the data collected through the accountability systems; and</li><li>(5) Recommended changes to statutes or rules pertaining to the accountability systems.</li></ul> <p>Requires the report to include an evaluation of the state accreditation indicators and how districts or the state charter school institute can meet or fail to meet such standards.</p> |
|----|-------------------|------------|---|

Changes the school designations in the state accountability system from "excellent", "high", "average", "low" and "unsatisfactory" to "excellent", "high achieving", "achieving", "priority" and "high priority". Requires the state board to develop procedures for a district or the state charter school institute to appeal or waive a school's rating based upon unusual testing circumstances.

[http://www.leg.state.co.us/Clics2005a/csl.nsf/fsbillcont3/489B14D223FBDD2087256F5D006BE665?Open&file=214\\_rev.pdf](http://www.leg.state.co.us/Clics2005a/csl.nsf/fsbillcont3/489B14D223FBDD2087256F5D006BE665?Open&file=214_rev.pdf)

Title: S.B. 214 (Section 1-2)

Source: [www.leg.state.co.us](http://www.leg.state.co.us)

|    |                   |         |   |
|----|-------------------|---------|---|
| CO | Vetoed<br>06/2005 | pre -K- | <p>Section 4: Repeals and reenacts 22-7-605 pertaining to the content and format of state-mandated school</p> |
|----|-------------------|---------|---|

12 accountability reports.

Section 5: Adds new subsection requiring the department to print selected school accountability reports in Spanish. Requires the department to work with each district and the state charter school institute to determine whether a school's report will be printed in Spanish and the number of reports to be printed in Spanish for each selected public school.

Section 6: Requires state accreditation process to be based on individual student improvement (in addition to student achievement), both in the subjects tested in the state assessment system (reading, writing, math and science) and in subjects for which there are state model content standards but no statewide assessment.

[http://www.leg.state.co.us/clics2005a/csl.nsf/fsbillcont3/489B14D223FBDD2087256F5D006BE665?open&file=214\\_enr.pdf](http://www.leg.state.co.us/clics2005a/csl.nsf/fsbillcont3/489B14D223FBDD2087256F5D006BE665?open&file=214_enr.pdf)

Title: S.B. 214 (Section 4-6)

Source: [www.leg.state.co.us](http://www.leg.state.co.us)

CO

Vetoed  
06/2005

pre -K- 12 Section 7: Encourages the state board to establish accreditation indicators based in part on the diagnostic academic growth calculation added by paragraph (d), section 22-7-604.3.

Section 8: Creates new paragraph (d) in section 22-7-604.3. States that a diagnostic academic growth calculation showing each student's improvement from year to year might more accurately reflect a school's performance. Encourages the department to extend the use of the diagnostic academic growth calculation to the school level, and to use this method to evaluate schools for the state and federal accountability systems.

[http://www.leg.state.co.us/clics2005a/csl.nsf/fsbillcont3/489B14D223FBDD2087256F5D006BE665?open&file=214\\_enr.pdf](http://www.leg.state.co.us/clics2005a/csl.nsf/fsbillcont3/489B14D223FBDD2087256F5D006BE665?open&file=214_enr.pdf)

Title: S.B. 214 (Section 7-8)

Source: [www.leg.state.co.us](http://www.leg.state.co.us)

KS

Became law

pre Requires every accredited school to teach the

without  
governor's  
signature  
04/2005

-K- subjects and areas of instruction adopted by the state  
12 board of education as of January 1, 2005. Requires  
every accredited high school to also teach the  
subjects and areas of instruction necessary to meet  
the graduation requirements adopted by the state  
board of education as of January 1, 2005. Requires  
the state board to design subjects and areas of  
instruction to achieve the following goals established  
by the legislature to allow for the:  
(1) Development of sufficient oral and written  
communication skills which enable students to  
function in a complex and rapidly changing society;  
(2) acquisition of sufficient knowledge of economic,  
social and political systems which enable students to  
understand the issues that affect the community,  
state and nation;  
(3) development of students' mental and physical  
wellness;  
(4) development of knowledge of the fine arts to  
enable students to appreciate the cultural and  
historical heritage of others;  
(5) training or preparation for advanced training in  
either academic or vocational fields so as to enable  
students to choose and pursue life work intelligently;  
(6) development of sufficient levels of academic or  
vocational skills to enable students to compete  
favorably in academics and the job market;  
and  
(7) needs of students requiring special education  
services.

Bill as enacted: <http://www.kslegislature.org/legsrv-bills/showBill.do?id=38800>

Fiscal note: <http://www.kslegislature.org/legsrv-bills/showBill.do?id=35742>

Supplemental note:  
<http://www.kslegislature.org/legsrv-bills/showBill.do?id=37465>

Title: H.B. 2247 (section 6)

Source: [www.kslegislature.org](http://www.kslegislature.org)

KS

Became law  
without  
governor's  
signature  
04/2005

pre Establishes the 2010 Commission. States that the  
-K- commission shall cease to exist on December 31,  
12 2010. Requires the commission to:  
(a) Conduct continuous and on-going monitoring of  
the implementation and operation of the school  
district finance and quality performance  
act and other provisions of law relating to school

finance and the quality performance accreditation system;

(b) evaluate the school district finance and quality performance act and determine if there is a fair and equitable relationship between the costs of the weighted components and assigned weightings;

(c) determine if existing weightings should be adjusted;

(d) determine if additional school district operations should be weighted;

(e) review the amount of base state aid per pupil and determine if the amount should be adjusted;

(f) evaluate the reform and restructuring components of the act and assess the impact thereof;

(g) evaluate the system of financial support, reform and restructuring of public education in Kansas and in other states to ensure that the Kansas system is efficient and effective;

(h) conduct other studies, as directed by the legislative coordinating council, relating to the improving, reforming or restructuring of the educational system and the financing thereof;

(i) conduct hearings and receive and consider suggestions from teachers, parents, the department of education, the state board of education, other governmental officers and agencies and the general public concerning suggested improvements in the educational system and the financing thereof;

(j) appoint advisory committees when deemed necessary. Such advisory committees shall conduct hearings and seek a wide variety of input from individuals and groups affected by and concerned with the quality, efficiency and cost of public elementary and secondary education in Kansas. Such individuals and groups shall include, but not be limited to, teachers, parents, students, the department of education, the state board of education, other governmental officers and agencies, professional educational organizations and associations, the business community, institutions of higher education, other persons who have an interest in the quality and efficiency of elementary and secondary education in Kansas and members of the general public interested in the improvement in the state's educational system and the financing thereof.

(k) make any recommendation it deems is necessary to guide the legislature to fulfill goals established by the legislature in meeting its constitutional duties of

the legislature to: (A) Provide for intellectual, educational, vocational and scientific improvement in public schools established and maintained by the state; and (B) make suitable provision for the finance of the educational interests of the state;

- (l) examine the availability of revenues to ensure adequate funding of elementary and secondary education in the state;
- (m) examine school district efficiencies and whether districts are using best practices to deliver a high quality level of services and programs;
- (n) examine school district consolidation and impediments thereto;
- (o) examine voluntary activities, including extracurricular activities, which affect educational costs;
- (p) monitor and evaluate associations and organizations that promote or regulate voluntary or extracurricular activities including, but not limited to, the Kansas state high school activities association;
- (q) conduct other studies, as directed by the legislature, relating to the improving, reforming or restructuring of the educational system and the financing thereof;
- (r) make and submit annual reports to the legislature on the work of the commission concerning recommendations of the commission relating to the improving, reforming or restructuring of the educational system and the financing thereof and other topics of study directed to the commission by the legislative coordinating council. Such report also shall include recommendations for legislative changes and shall be submitted to the legislature on or before December 31 of each year.

Shifts responsibility for matters or issues relating to school finance from the legislative educational planning committee.

Bill as enacted: <http://www.kslegislature.org/legsrv-bills/showBill.do?id=38800>

Fiscal note: <http://www.kslegislature.org/legsrv-bills/showBill.do?id=35742>

Supplemental note:  
<http://www.kslegislature.org/legsrv-bills/showBill.do?id=37465>

Title: H.B. 2247 (section 7-9)

Source: [www.kslegislature.org](http://www.kslegislature.org)



|    |                         |                  |  |
|----|-------------------------|------------------|--|
| AR | Signed into law 04/2005 | pre<br>-K-<br>12 | Requires the department of education to conduct an on-campus Standards for Accreditation of Arkansas Public Schools review for each school district in the state at least once every four years. Authorizes the department of education to visit any school campus for an on-campus Standards for Accreditation of Arkansas Public Schools review at other additional times as determined necessary by the director of the department of education or the state board of education.<br><a href="http://www.arkleg.state.ar.us/ftp/root/bills/2005/public/HB2757.pdf">http://www.arkleg.state.ar.us/ftp/root/bills/2005/public/HB2757.pdf</a><br>Title: H.B. 2757<br>Source: www.arkleg.state.ar.us   |
| OH | Rule Adoption 10/2004   | pre<br>-K-<br>12 | Amends rules regarding accreditation of education programs, applications, fees, suspensions, and revocations. OHIO REG 11562 (SN)<br>Title: OAC 4715-12-04<br>Source: StateNet   |
| CA | Signed into law 09/2004 | pre<br>-K-<br>12 | Require the Superintendent of Public Instruction to conduct an investigation onsite at any time without prior notice when there is substantial reason to believe that there is an immediate danger to the health, safety, or welfare of a child, and to monitor the facilities, the educational environment, and the quality of the educational program of an existing certified nonpublic, nonsectarian school or agency on a 3-year cycle. Also requires the Superintendent of Public Instruction, with respect to a nonpublic, nonsectarian school, to conduct an investigation, which is to include an unannounced onsite visit, if the Superintendent of Public Instruction receives evidence of a significant deficiency in the quality of educational services provided by the school or noncompliance with other specified requirements. Places additional requirements on a nonpublic, nonsectarian school regarding financial recordkeeping, submitting an annual budget and an annual audit, and documenting services and programs. Increases the base fees charged a nonpublic, nonsectarian school or agency when it applies for certification and when it updates its application for annual review by the Superintendent of Public Instruction. |

Provides that any educational funds received from a local educational agency for the educational costs of individuals with exceptional needs it has placed in nonpublic, nonsectarian schools are to be used solely for those purposes and not for the costs of a residential program.

Requires the State Department of Education to implement a program to integrate individuals with exceptional needs placed in nonpublic, nonsectarian schools into public schools.

Prohibits a licensed residential school for children with exceptional needs from requiring as a condition of residential placement that it provides the appropriate educational programs to those individuals through a nonpublic, nonsectarian school or agency owned, operated by, or associated with, a licensed children's institution. Provides that those services may only be provided if the special education local plan area determines that appropriate public alternative education programs are not available.

[http://www.leginfo.ca.gov/pub/bill/asm/ab\\_1851-1900/ab\\_1858\\_bill\\_20040930\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/bill/asm/ab_1851-1900/ab_1858_bill_20040930_chaptered.pdf)

Signing message:

[http://www.governor.ca.gov/govsite/pdf/press\\_release/AB\\_1858\\_sign.pdf](http://www.governor.ca.gov/govsite/pdf/press_release/AB_1858_sign.pdf)

Title: A.B. 1858 (multiple provisions)

Source: [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

CA

Signed into  
law 09/2004

pre -K- 12 Requires a master contracts with nonpublic, nonsectarian schools for the provision of special education and related services to include that, with respect to a nonpublic, nonsectarian school that is associated with a licensed children's institution, there be a method of evaluating whether the school meets specified guidelines, and with respect to a nonpublic, nonsectarian school, the school be subject to the alternative accountability system of the Public School Performance Accountability Program in the same manner as public schools during the school's testing period, and each pupil placed in the school be tested in accordance with that accountability program, and the school prepare a school accountability report card. Requires the test results to be reported by the nonpublic, nonsectarian school to the State Department of Education.

Authorizes the Superintendent of Public Instruction to certify a nonpublic, nonsectarian school or agency for a period of not longer than 18 months. Requires a nonpublic, nonsectarian school or agency to make notification of its intent to seek certification. Requires that only those nonpublic, nonsectarian schools and agencies that provide special education that utilize staff who hold a certificate, permit, or other document equivalent to that which staff in a public school would be required to hold may be certified.

Requires a nonpublic, nonsectarian school that provides special education and related services to an individual with exceptional needs to certify in writing to the Superintendent of Public Instruction that the school satisfies various requirements relating to, among others, access to standards-based curriculum and instructional materials, access to specific instruction and assistance, and a discipline policy.

[http://www.leginfo.ca.gov/pub/bill/asm/ab\\_1851-1900/ab\\_1858\\_bill\\_20040930\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/bill/asm/ab_1851-1900/ab_1858_bill_20040930_chaptered.pdf)

Signing message:

[http://www.governor.ca.gov/govsite/pdf/press\\_release/AB\\_1858\\_sign.pdf](http://www.governor.ca.gov/govsite/pdf/press_release/AB_1858_sign.pdf)

Title: A.B. 1858 (multiple provisions)

Source: [www.leginfo.ca.gov](http://www.leginfo.ca.gov)

CA

Vetoed  
09/2004

Po Relates to the Private Postsecondary and Vocational  
sts Education Reform Act of 1989. Defines nationally  
ec. accredited institution to mean an institution that  
provides a degree, diploma or certificate and that is  
accredited by a recognized national institutional  
accrediting body. Recasts and revises the standards  
of approval of a non-WASC regionally accredited  
institution to issue degrees, diplomas or certificates  
and financial responsibility requirements. Defines  
"recognized national institutional accrediting body" to  
mean an institutional accrediting agency that is  
recognized by the United States Department of  
Education pursuant to a specified provision of federal  
law as a reliable authority as to the quality of  
education and training offered by postsecondary  
educational institutions, and the scope of the  
recognition of which is not limited to a specific region  
of the United States. Also specifies 5 bodies to which  
this definition is limited. Exempts nationally accredited  
institutions and non-WASC nationally accredited

institutions that meet prescribed standards from being required to apply to the bureau to issue degrees, diplomas, or certificates that were not previously included in the bureau's approval to operate these institutions.

[http://www.leginfo.ca.gov/pub/bill/asm/ab\\_0701-0750/ab\\_711\\_bill\\_20040826\\_enrolled.html](http://www.leginfo.ca.gov/pub/bill/asm/ab_0701-0750/ab_711_bill_20040826_enrolled.html)

Veto message:

[http://www.governor.ca.gov/govsite/pdf/vetoes/AB\\_711\\_veto.pdf](http://www.governor.ca.gov/govsite/pdf/vetoes/AB_711_veto.pdf)

Title: A.B. 711

Source: California Legislative Web site

|    |                              |                  |  |
|----|------------------------------|------------------|--|
| WV | Rule Adoption pre<br>07/2004 | -K-<br>12        | Amends rules regarding a process for improving education through a performance based accreditation system. WEST VIRGINIA REG 4415 (SN)<br>Title: Title 126, Series 13<br>Source: StateNet  |
| IL | Signed into<br>law 06/2004   | Po<br>sts<br>ec. | Amends the Private Business and Vocational Schools Act. Provides that certain educational institutions that enroll students in one or more bachelor-level programs and are accredited by a national accrediting agency that is recognized by the U.S. Department of Education are not considered to be private business and vocational schools.<br><a href="http://www.legis.state.il.us/legislation/fulltext.asp?DocName=&amp;SessionId=3&amp;GA=93&amp;DocTypeId=HB&amp;DocNum=3088&amp;GAID=3&amp;LegID=5667&amp;SpecSess=&amp;Session=">http://www.legis.state.il.us/legislation/fulltext.asp?DocName=&amp;SessionId=3&amp;GA=93&amp;DocTypeId=HB&amp;DocNum=3088&amp;GAID=3&amp;LegID=5667&amp;SpecSess=&amp;Session=</a><br>Title: H.B. 3088<br>Source: Illinois Legislative Web site                  |
| VA | Signed into<br>law 04/2004   | pre<br>-K-<br>12 | Reorganizes the Standards of Quality and makes substantive amendments that would (i) increase from one half-time to one full-time principal in elementary schools with fewer than 300 students; (ii) provide one full-time assistant principal for each 400 students in each school, regardless of grade level; (iii) require five elementary resource positions per 1,000 students in kindergarten through grade five for art, music, and physical education; (iv) lower the pupil-teacher ratio from 25:1 to 21:1 in middle and high schools, to ensure the provision of scheduled teacher planning time; (v) reduce the required speech pathologist caseload from 68 to 60 students; (vi) require one full-time reading specialist for each 1,000 students in average daily membership; (vii) require two |

technology support positions per 1,000 students in kindergarten through grade 12 division wide; and (viii) modify the current funding mechanism for remediation.

A second enactment clause provides that any provision that is not required on June 30, 2004, and does require state funding will not take effect unless the state's share of the funding for the provision is included in the general appropriation act for the period July 1, 2004, through June 30, 2006, passed during the 2004 Session of the General Assembly and signed into law by the Governor.

The Board of Education proposed and approved these changes on June 25, 2003. Because the Virginia Constitution grants the General Assembly "ultimate authority" over educational policy and provides that the Standards are to be "prescribed from time to time by the Board of Education" but are subject to revision "only by the General Assembly," legislation is necessary to enact the Board's proposals.

<http://leg1.state.va.us/cgi-bin/legp504.exe?041+ful+CHAP0939>

Title: S.B. 479, H.B. 1014

Source: <http://leg1.state.va.us>

|    |                           |   |
|----|---------------------------|---|
| AR | Rule Adoption pre 11/2003 | <p>Establishes rules governing standards of accreditation of Arkansas public schools.</p> <p>12 <a href="http://arkedu.state.ar.us/pdf/ade%20156%20standards.pdf">http://arkedu.state.ar.us/pdf/ade%20156%20standards.pdf</a></p> <p>Title: ADE 156</p> <p>Source: Arkansas State Web site</p>  |
| CA | Signed into law 09/2003   | <p>Po Defines non-Western Association of Schools and Colleges regionally accredited institution under the Private Postsecondary and Vocational Educational Reform Act of 1989. Provides such institution meet certain requirements before issuing degrees. Requires the bureau to include, in an annual report to the Legislature and the Postsecondary Education Commission, its findings and recommendations relative to approved institutions.</p> <p><a href="http://www.leginfo.ca.gov/pub/bill/sen/sb_0951-1000/sb_967_bill_20030908_chaptered.html">http://www.leginfo.ca.gov/pub/bill/sen/sb_0951-1000/sb_967_bill_20030908_chaptered.html</a></p> <p>Title: S.B. 967</p> |

Source: California Legislative web site

|    |                                       |                  |   |
|----|---------------------------------------|------------------|---|
| AR | Rule Adoption<br>06/2003              | pre<br>-K-<br>12 | Establishes rules regarding standards for accreditation of Arkansas public schools; describes the process for how public schools or districts will be cited or placed in probationary status for failure to meet standards of accreditation; establishes enforcement actions that may be applied to public schools or school districts that fail to meet standards of accreditation.<br><a href="http://arkedu.state.ar.us/pdf/standards%20regs.pdf">http://arkedu.state.ar.us/pdf/standards%20regs.pdf</a><br>Title: Uncodified<br>Source: Arkansas State Web site   |
| TX | Rule Adoption<br>05/2003              | pre<br>-K-<br>12 | Amends rules concerning education administration. Clarifies that Youth Commission schools are accredited under certain provisions. TEXAS REG 85576 (SN)<br>Title: 37 TAC 91.41<br>Source: StateNet  |
| AR | Emergency<br>Rule Adoption<br>04/2003 | pre<br>-K-<br>12 | Allow the Arkansas State Board of Education to waive the minimum of 178 days required in the Standards for Accreditation of Arkansas Public Schools for the purposes of professional development or natural necessity due to inclement weather, fire, natural disaster or other catastrophic event which makes conducting required student-teacher interaction time impossible or would create imminent danger to the health or safety of students or school personnel. Regulation is effective April 14, 2003 and expires August 10, 2003.<br><a href="http://arkedu.state.ar.us/pdf/waivers%20school%20days.pdf">http://arkedu.state.ar.us/pdf/waivers%20school%20days.pdf</a><br>Title: ADE 153<br>Source: Arkansas State Web site |
| AR | Signed into<br>law 04/2003            | pre<br>-K-<br>12 | Amends §§ 6-15-202 - 6-15-209. Revises state accreditation regulations and consequences for schools and districts failing to meet Arkansas Standards of Accreditation.<br><a href="http://www.arkleg.state.ar.us/ftproot/bills/2003/public/HB2697.pdf">http://www.arkleg.state.ar.us/ftproot/bills/2003/public/HB2697.pdf</a><br>Title: H.B. 2697 (Omnibus Bill)<br>Source: Arkansas Legislative Web site   |
| CO | Signed into<br>law 06/2002            | pre<br>-K-       | Requires department to develop single test for districts to identify students eligible to participate in K-   |

- 12 12 English language proficiency programs; establish statewide proficiency levels and accommodations on test; and disaggregate testing data to track the academic progress of ESL students who have been in a Colorado public school for three years or more or have subsequently been assessed as having attained proficiency in English. Also mandates creation of advisory commission within department and membership thereof to assist in implementing the above changes. Beginning July 1, 2005, requires districts to use single test developed by department to identify students eligible to participate in K-12 English language proficiency programs. Requires districts to annually report to the department the number of non-English languages which are the primary language of students served, as well as the number of students who speak each non-English language as their primary language. Requires as an accreditation indicator the results of the assessments of students whose dominant language is other than English but who have been enrolled in a Colorado public school for at least three years or have been assessed as proficient in English, and are consequently required to take the state assessment in English. Authorizes the state board to recommend to the general assembly any format or content changes to the school accountability reports, as well as to reconfigure and rearrange the data due to space limitations. Beginning in the 2005-06 academic year, provided there are sufficient funds from "No Child Left Behind," school accountability reports must provide a chart indicating the progress of students on the test to determine if the student's dominant language is one other than English. Requires scores of students whose dominant language is not English and who have attained a proficient score in English in each component of the test to identify students eligible to participate in K-12 English language proficiency programs to be included in the calculation of school academic performance ratings and accreditation. Requires the department to administer reading assessments in Spanish for 3rd- and 4th-graders whose dominant language is Spanish and a writing assessment in Spanish to such 4th-graders. Provided there are sufficient funds provided by the "No Child Left Behind Act of 2001," the board must develop and, starting spring 2003 the department must administer a writing assessment in Spanish for 3rd-

graders whose dominant language is Spanish  
[http://www.leg.state.co.us/2002a/inetcbill.nsf/fsbillcont/5FC3C9C533C2716287256B3C0059EE95?Open&file=109\\_enr.pdf](http://www.leg.state.co.us/2002a/inetcbill.nsf/fsbillcont/5FC3C9C533C2716287256B3C0059EE95?Open&file=109_enr.pdf).  
 Title: S.B. 109  
 Source: www.leg.state.co.us

|    |                         |            |  |
|----|-------------------------|------------|--|
| KS | Signed into law 05/2002 | pre -K- 12 | Requires review of curriculum standards in certain core academic areas every five instead of three years. Changes date to requires state board to prepare public education performance report card on or before January 1 of each academic year. Eliminates language requiring Kansas, Inc. to perform a study to be conducted in 1997 evaluating changes in pupil performance attributable to the school accreditation system.<br><a href="http://www.kslegislature.org/bills/2002/9.pdf">http://www.kslegislature.org/bills/2002/9.pdf</a><br>Title: S.B. 9<br>Source: www.kslegislature.org |
| VA | Signed into law 03/2002 | pre -K- 12 | Amends the Standards of Quality to require, within the Standards of Accreditation, guidance counselors in elementary schools at the following staffing levels: one hour per day per 100 students, one full-time at 500 students, and one hour per day additional time per 100 students or major fraction thereof. In addition, elementary schools may employ one full-time reading specialist.<br>Title: H.B. 1136<br>Source: <a href="http://hod.state.va.us/welcome.htm">http://hod.state.va.us/welcome.htm</a>  |
| CA | Signed into law 10/2001 | pre -K- 12 | Chapter No.598, Requires a school board to give official notice at a school board meeting if a public school within the district that has elected to be accredited loses its accreditation. Requires written notice to parents or guardians of students if a school has lost accreditation.<br>Title: A.B. 1725<br>Source: Lexis-Nexis/StateNet  |
| NV | Signed into law 05/2001 | pre -K- 12 | Exempts elementary and secondary education institutions operated by churches, religious organizations and faith-based ministries from requirements of the Private Elementary and Secondary Education Authorization Act. Before a child enrolls in an institution that is exempt pursuant to this section, however, the institution must provide written notice to the parents or legal guardian of the   |



child that the institution is exempt.  
Title: S.B. 223  
Source: <http://www.leg.state.nv.us>

|    |                         |            |   |
|----|-------------------------|------------|---|
| ND | Signed into law 04/2001 | pre -K- 12 | Allows any school or school district to apply to the superintendent of public instruction for a waiver of any rule governing the accreditation of schools, provided the waiver encourages innovation, has the potential to result in improved education opportunities or enhanced academic opportunities for students. Waivers may not exceed one year.<br>Title: S.B. 2166<br>Source: <a href="http://www.state.nd.us/lr">http://www.state.nd.us/lr</a>  |
| NM | Vetoed 04/2001          | pre -K- 12 | Increases the cycle of accreditation from three years to six years. The language in the bill leaves the cycle open so that some schools can be visited more often than the current three years, and some less often. These changes support an effort to shift the focus of accreditation and the resources available to school improvement while maintaining oversight of all schools in the state. They allow flexibility in designing accreditation procedures that are more useful in focusing on low-performing schools and are creative in the ways in which school meeting standards are evaluated.<br>Title: S.B. 661<br>Source: New Mexico Legislative Web Site |
| AR | Signed into law 03/2001 | pre -K- 12 | From the legislation:<br>FULL-TIME CLASSIFIED EMPLOYEE SHALL NOT RECEIVE AN HOURLY RATE OF COMPENSATION LESS THAN SIX DOLLARS AND TWENTY-FIVE CENTS (\$ 6.25) PER HOUR.<br>Title: H.B. 2553<br>Source: Lexis-Nexis/StateNet   |
| VA | Signed into law 03/2001 | pre -K- 12 | Provides that the failure of a Virginia public high school to achieve full accreditation pursuant to the Standards of Accreditation promulgated by the board of education shall not be the sole criterion for denial of admission and enrollment of a student graduating from such high school to a public institution of higher education in Virginia.<br>Title: S.B. 1324<br>Source: Lexis-Nexis/StateNet   |

|    |                         |                       |   |
|----|-------------------------|-----------------------|---|
| MT | Signed into law 03/2001 | pre -K- 12            | Allows for multiyear accreditation of schools; requires compliance with teacher certification laws to receive multiyear accreditation; provides for accreditation of 7th and 8th grades funded at high school rates.<br>Title: H.B. 103<br>Source: Lexis-Nexis/StateNet   |
| SD | Signed into law 03/2001 | Po sts ec.            | Prohibits the offering of postsecondary education credit or degree by non-accredited institutions.<br>Title: S.B. 160<br>Source: Lexis-Nexis/StateNet   |
| VA | Signed into law 02/2001 | pre -K- 12 Po sts ec. | Provides that the failure of a Virginia public high school to achieve full accreditation shall not be the sole criterion for denial of admission and enrollment of a student graduating from such high school to a public institution of higher education in Virginia.<br>Title: H.B. 2144<br>Source: Lexis-Nexis/StateNet            |
| CO | Vetoed 06/2000          | pre -K- 12            | Concerns accreditation by the State Board of Education; provides that the Board of Education will appraise and accredit school districts in this state and submit recommendations to the Governor and General Assembly for improvements in education.<br>Title: H.B. 1219<br>Source: Lexis-Nexis/StateNet                             |
| IA | Signed into law 05/2000 | pre -K- 12            | Provides for the adoption of administrative rules; requires school districts and accredited nonpublic schools to adopt policies relating to health services, media services programs and guidance programs as part of the accreditation standards applicable to school districts.<br>Title: H.B. 2474<br>Source: Lexis-Nexis/StateNet |
| KY | Signed into law 04/2000 | Po sts ec.            | Relates to the Kentucky Higher Education Assistance Authority; expands the definition of college to include postsecondary educational institutions accredited by all regional accrediting associations.<br>Title: H.B. 44<br>Source: Lexis-Nexis/StateNet   |

## APPENDIX B

### STATES USE OF ALTERNATIVES TO THE CARNEGIE UNIT

| State      | Carnegie Units | Course(s) Proficiency based credit | Local Decision | Comments/Description  | Source  |
|------------|----------------|------------------------------------|----------------|---|---|
| Arizona    | x              |                                    | x              | <ul style="list-style-type: none"> <li>Upon student request, a local board must give the student the opportunity to demonstrate competency in subject areas in lieu of classroom time.</li> </ul>   | ARIZ. ADMIN. CODE R7-2-302.4  |
| California | x              |                                    | x              | <ul style="list-style-type: none"> <li>Practical demonstration of skills (agreed upon by group of stakeholders)</li> <li>Out of school experience</li> <li>Career/technical education classes</li> <li>Courses offered at occupational centers or programs</li> <li>Interdisciplinary or independent study</li> <li>Credit earned at post-secondary institutions.</li> </ul>  | CAL. EDUC. CODE § 51225.3   |
| Delaware   | x              | x                                  |                | Credit can be granted by passing courses or demonstration of competency.  | Code Del. Regs. 14 100 6.0, 14 505                                    |
| Florida    | x              |                                    | x              | <p>According to state policy, students may earn credit for</p> <ul style="list-style-type: none"> <li>Volunteer activities (through 2010)</li> <li>Other state board of education approved activities.</li> <li>Demonstration of competency</li> <li>Performance on an examination (e.g., end-of course exam)</li> </ul> <p>The rationale for these alternatives is: "to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject."</p> | Proficiency-based credit: FLA. STAT. ANN. § 1003.43, 1007.27, 1002.20 |
| Georgia    | x              | x                                  | x              | <p>According to state policy</p> <ul style="list-style-type: none"> <li>A student may earn credit for his/her native language (when it is not English) to meet a foreign</li> </ul>   | GA. COMP. R. & REGS. r. 160-4-2.47 and -48, r. 160-4-8.12             |

| State     | Carnegie Units | Course(s) Proficiency based credit | Local Decision | Comments/Description  | Source  |
|-----------|----------------|------------------------------------|----------------|---|---|
|           |                |                                    |                | language requirement. <ul style="list-style-type: none"> <li>A local board can grant credit to students who demonstrate competency on a performance exam.</li> </ul>  |   |
| Illinois  | x              | x                                  | x              | According to state policy <ul style="list-style-type: none"> <li>Local districts may grant credit to students for community service (but cannot interfere with the core course graduation requirements.</li> <li>Students who establish proficiency in Consumer Education (by examination) do not need to take the course.</li> <li>Students who demonstrate proficiency in a foreign language, including American Sign Language, may receive 1 year of high school foreign language credit.</li> </ul> | 105 ILL. COMP. STAT. ANN. 5/10-22.43, 5/27-22.3, 5/27-12.1                        |
| Indiana   | x              | x                                  | x              | According to state policy, a student may receive credit toward graduation by demonstrating proficiency in one of the following ways. <ul style="list-style-type: none"> <li>Performance on a standardized assessment</li> <li>A high proficiency score on an end-of-course exam.</li> <li>Completion of an analogous course in a post-secondary institution.</li> <li>Scoring a 3 or better on an AP exam</li> </ul>  | . ADMIN. CODE tit. 511, r. 6-7-2 and 6-9.1-1 through -3; IND. CODE ANN. § 20-36-5 |
| Kansas    | x              | x                                  |                | According to state policy credit may be granted to a student based on competency (regardless of time spent in a course)   | KAN. ADMIN. REGS. 91-31-31  |
| Kentucky  | x              | x                                  | x              | According to state policy, a local board may grant credit toward graduation based on competency in content standards (policy determined by the local board)<br>Schools are required to gain approval of competencies and means of assessing competencies prior to granting credit.  | 704 KY. ADMIN. REGS. 3:307 and 3:305  |
| Louisiana | x              | x                                  |                | According to state policy, credit may be granted to students who pass a proficiency examination for an  | LA. ADMIN. CODE tit. 28, § 2323   |

| State     | Carnegie Units | Course(s) Proficiency based credit | Local Decision | Comments/Description   | Source  |
|-----------|----------------|------------------------------------|----------------|--|---|
|           |                |                                    |                | "eligible" course.   |   |
| Maine     | x              | x                                  | x              | According to state policy, high school graduation must be determined by achievement in English, health, P.E., math, science, technology and social studies. Achievement is determined by the local assessment (including portfolios, performance and other measures of achievement.)   | ME. REV. STAT. ANN. tit. 20-A, § 6202-A; 05-071 CMR Ch. 127, § 7  |
| Maryland  | x              | x                                  |                | <p>According to state policy, students may be granted credit for:</p> <ul style="list-style-type: none"> <li>• out of school experiences that are connected to a planned program of study</li> <li>• work or experience outside of school that is monitored by the school (elective credits only)</li> <li>• independent study/internship (supervised)</li> <li>• establishing proficiency on an examination.</li> </ul> <p>Middle school students may receive high school credit.</p>   | MD. REGS. CODE tit. 13A, § 03.02.05; MD. CODE ANN., EDUC. § 7-206 |
| Michigan  | x              | x                                  | x              | <p>According to state policy, a local board must grant credit to a student who demonstrates mastery by</p> <ul style="list-style-type: none"> <li>• receiving a grad of C+ or higher on the final exam.</li> <li>• demonstrating proficiency through an established assessment (portfolio, performance, project, paper, presentation)</li> </ul> <p>A student may receive foreign language credit for his/her native language upon demonstrating proficiency.</p> <p>As of the Class of 2011 a student may receive credit upon attaining proficiency on the locally determined assessment within a given subject area.</p> | MICH. COMP. LAWS ANN. § 380.1279b, 1279e, 1157b, 1278a            |
| Minnesota | x              | x                                  | x              | According to state policy, a student may receive credit by passing a course or demonstrating mastery in the course (subject area) as determined by the local board.  | MINN. STAT. ANN. § 120B.021, 120B.024                             |
| Missouri  | x              | x                                  | x              | According to state policy, the State Board of Education is given the authority to waive graduation   | GRADUATION REQUIREMENTS FOR STUDENTS IN MISSOURI'S                |

| State         | Carnegie Units | Course(s) Proficiency based credit | Local Decision | Comments/Description  | Source   |
|---------------|----------------|------------------------------------|----------------|---|--|
|               |                |                                    |                | requirements for districts that develop and implement performance-based graduation standards.   | PUBLIC SCHOOLS: Guidelines for Principals, Counselors and Other School Personnel, September 2002; MO. CODE REGS. ANN. tit. 5, § 50-345.300 |
| Nebraska      |                | x                                  | x              | The state uses credit hours as an alternative to the Carnegie unit. State policy allows schools to grant credit based on student performance. Schools that offer this must have the local board approve the goals.  | NEB. ADMIN. CODE Tit. 92, Ch. 19, § 003, 004   |
| Nevada        | x              | x                                  | x              | State policy allows local boards to grant credit to high school students if: <ul style="list-style-type: none"> <li>• Experience outside of high school is equivalent to the “educational experiences being offered in the high school.”</li> <li>• A student establishes proficiency through performance on examinations.</li> </ul>   | NEV. ADMIN. CODE ch. 389, § 670, 674   |
| New Hampshire | x              | x                                  | x              | State policy mandates that credit may be earned for the following activities (local board decision) <ul style="list-style-type: none"> <li>• independent study</li> <li>• private instruction</li> <li>• team sports</li> <li>• performing groups</li> <li>• internships</li> </ul> As of 2008-09, state policy indicates that all local boards MUST allow high school credit to be earned by demonstrating mastery of competencies and must have competency assessments in place for all high school courses | N.H. CODE ADMIN. R. ANN. ED 306.23, 306.27   |
| New Jersey    | x              | x                                  | x              | According to state policy, students may receive credit (local decision) through his/her achievement on the “Core Curriculum Content Standards.” Activities and programs may involve in-depth experiences with <ul style="list-style-type: none"> <li>• independent study,</li> <li>• co-curricular or extra-curricular activities</li> </ul>  | N.J. ADMIN. CODE tit. 6, § 8-5.1, 8-5.2 ; N.J. STAT. ANN. § 18A:35-4.18  |

| State        | Carnegie Units | Course(s) Proficiency based credit | Local Decision | Comments/Description   | Source   |
|--------------|----------------|------------------------------------|----------------|--|--|
|              |                |                                    |                | <ul style="list-style-type: none"> <li>magnet programs</li> <li>student exchange programs</li> <li>distance learning opportunities</li> <li>internships</li> <li>community service, or</li> <li>other structured learning experiences.</li> </ul> <p>The principal must certify that students have met the standards.</p> <p>Students may receive credit for a foreign language by establishing proficiency (through assessment).</p>  |  |
| New York     | x              | x                                  | x              | <p>According to state policy, a student may take 6.5 units of credit without taking the course, but must establish his/her proficiency in the course. This made be decide based on:</p> <ul style="list-style-type: none"> <li>The determination of a superintendent of schools (or designee) that there is a better alternative for the individual student</li> <li>Achievement on a state-developed assessment</li> <li>Project/presentation</li> </ul> <p>Students may be exempt from a foreign language requirement upon establishing proficiency on an examination (not clear whether they receive credit).</p> | N.Y. COMP. CODES R. & REGS. tit. 8, § 100.2, 100.5   |
| Oklahoma     | x              | x                                  |                | <p>According to state policy, students may establish proficiency in English, math, science and social studies by attaining proficiency on an exam, assessment or evaluation.</p>   | OKLA. STAT. ANN. tit. 70, § 11-103.6; OKLA. ADMIN. CODE § 210:35-27-2 and -3   |
| Oregon       | x              | x                                  | x              | <p>According to state policy, a local district may have a policy to grant credit for alternative learning experiences (e.g., credit by examination, off-campus experiences).</p>   | OR. ADMIN. R. 581-022-1130, -1131; 2005 H.B. 3129  |
| Rhode Island | x              | x                                  | x              | <p>According to state policy, students are required to demonstrate proficiency in order to graduate. Proficiency may be demonstrated through exhibitions, senior projects, capstone projects, portfolios, end-of-course exams, and industry certification.</p>   | "Initial Guidance for the Graduation by Proficiency Component of the Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public |

| State      | Carnegie Units | Course(s) Proficiency based credit | Local Decision | Comments/Description   | Source  |
|------------|----------------|------------------------------------|----------------|--|---|
|            |                |                                    |                |  | High Schools and Ensuring Literacy for Students Entering High School," February 4, 2004 |
| Tennessee  | x              | x                                  | x              | According to state policy, local boards may allow students to earn 2 credit units for non-work-based learning or out of school experiences. [see TDOE Guide for Out-of-School Experiences].  | TENN. COMP. R. & REGS. 0520-1-3-.06   |
| Texas      | x              | x                                  | x              | According to state policy, a student may receive credit by demonstrating proficiency (90% or higher on a criterion referenced exam) in a subject-area in which s/he has received no prior instruction. If the student has received some instruction, s/he may establish proficiency by scoring a 70% or higher on a criterion-referenced exam.   | TEX. EDUC. CODE ANN. § 26.003; 19 TEX. ADMIN. CODE § 74.26                              |
| Utah       | x              | x                                  | x              | According to state policy, students may receive credit toward graduation by demonstrating competency in a subject-area/course, as determined by local districts.<br><br>Districts that grant competency based credit are required to collaboratively develop course descriptions and mastery criteria with the Utah Department of Education.   | UTAH ADMIN. CODE R277-700-7, 277-705-1 and -3, 703-3; UTAH CODE ANN. § 53A-15-102       |
| Vermont    | x              | x                                  | x              |  | VT. CODE R. 2120.8.2.1  |
| Virginia   | x              | x                                  | x              | According to state policy, the state board of education must establish a procedure for allowing students to demonstrate mastery and receive credits for competency.  | VA. CODE ANN. § 22.1-253.13:4   |
| Washington | x              | x                                  | x              | According to state policy, local districts must establish policies for students to receive high school credit through demonstration. Districts are strongly encouraged to confirm that policies of demonstration are aligned with and recognized by higher education institutions through the Higher Education Coordinating Council.<br><br>The state board of education is required to notify all higher education councils when a local district has established | WASH. ADMIN. CODE § 180-51-050, 180-51-110  |



| State         | Carnegie Units | Course(s) Proficiency based credit | Local Decision | Comments/Description   | Source  |
|---------------|----------------|------------------------------------|----------------|--|---|
|               |                |                                    |                | competency based credit-granting policies.<br>Local districts may grant credit for non-school related activities including <ul style="list-style-type: none"> <li>• work experience</li> <li>• alternative learning experiences</li> <li>• out-of-district course taking</li> </ul>  |   |
| West Virginia |                | x                                  | x              | According to state policy, students may receive credit through course completion of mastery on an exam. Local boards may determine what constitutes mastery. All competency exams must be approved by the state board of education. Students must complete 21 units in high school and establish competency to graduate.   | W. VA. CODE ST. R. § 126-30-3   |
| Wisconsin     | x              |                                    |                | A student who was enrolled in an alternative education program and who has not completed the state-specified unit requirements may receive a diploma if the local board determines that the student "has demonstrated a level of proficiency in the subjects" specified in statute "equivalent to that which he or she would have attained if he or she had" taken such courses. | WIS. STAT. § 118.33   |
| Wyoming       | x              | x                                  |                | According to state policy students can meet the graduation requirements in English, math, science and social studies through passing grades or performance on competency exams.  | WYO. STAT. ANN. § 21-2-304; WY Rules and Regulations EDU GEN Ch. 31 s 9 |

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